

ESEA FOR LEAS

Part 1(b): Planning a Schoolwide Program

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STAGES OF TRANSITION

- I. Planning**
- II. Development**
- III. Budgeting**
- IV. Implementation**
- V. Evaluation**

Purpose of Schoolwide Program (page 11)

- Define what your school hopes to attain by transitioning a Title I Schoolwide Program.
- Create a mission and vision statements for your program.
- Share with your Schoolwide Planning Team.
- Modify based on feedback.

PLANNING

- ✓ Establish a Schoolwide Planning Team.
- ✓ Clarify the vision for reform.
- ✓ Conduct the Comprehensive Needs Assessment.
- ✓ Identify data sources.
- ✓ Analyze data.
- ✓ Create the School Profile.

Establish Schoolwide Planning Team

Responsibilities:

- ✓ Organize and oversee the needs assessment process
- ✓ Lead the staff in developing the Schoolwide Plan.
- ✓ Conduct and oversee the program's annual evaluation.

Schoolwide Planning Team

- **Administration:** Principal or other instructional leader. This is the person who establishes the core planning team.
- **Certified:** Teachers, guidance counselors, curriculum specialists, academic coaches
- **Classified:** Paraprofessionals, administrative assistants, clerks
- **District Officials:** Associate superintendent, director, coordinator
- **Parents**
- **Community Members**
- **Business Partners**
- **Students** (most specifically at the higher grade levels)
- **External Facilitator:** An objective, outside specialist to guide the planning process.

External Facilitator

- Not a member of the school community.
- Impartial member of the team who oversees and guides the school/planning team through the transition process.
- May be a district office representative or a external consultant to oversee the process.
- Ongoing technical assistance should be provided and requested.
- **The facilitator should not be the individual creating the plan or leading the team.**

Schoolwide Planning Team Members

(page 15)

Representative	Name	Position	Phone	E-Mail
Administration				
Certified				
Classified				
District Office				
Parents				
Community / Business				
Student				
External Facilitator				

Schoolwide Planning Team Overview

(page 14)

- ✓ *What is the objective of the Schoolwide Planning Team?*
- ✓ *What are the expectations of the members of the Schoolwide Planning Team?*
- ✓ *How will the members of the Schoolwide Planning Team communicate with the groups whom they represent?*
- ✓ *How will the members of the Schoolwide Planning Team ensure all stakeholders will be provided with an opportunity to review the plan and provide comments?*

Clarifying the Vision for Reform

- Requires change in the existing education program.
- Obtain input from all stakeholders to evaluate the current status and set the direction of the school in the future.
 - ✓ *What does school reform will look like in terms of student success?*
 - ✓ *How does that vision differs from what currently exists at the school?*
 - ✓ *What steps need to be taken to implement effective change?*

Focus Areas for School Reform

- Student Needs
- Curriculum and Instruction
- Professional Development
- Family and Community Involvement
- School Context and Organization

Vision for Reform

(page 16)

- *What is our purpose here?*
- *What are our expectations for **ALL** students?*
- *What are our expectations of **ALL** staff members?*
- *What are our expectations of the parents?*
- *What are our expectations of the community?*
- *How important are the collaborations and partnerships?*
- *How committed are **ALL** stakeholders to continuous improvement?*

COMPREHENSIVE NEEDS ASSESSMENT

Standard 1: School and District Leadership Capacity

Standard 2: Curriculum, Instruction, and Professional
Development

Standard 3: Classroom and School Assessments

Standard 4: School Culture, Climate, and
Communication

Standard 5: Resource Management (2007 Edition)

Identifying Data Sources

The Schoolwide Planning Team's findings and conclusions about the school should be based on both quantitative and qualitative data from multiple sources.

Quantitative Data	Sources
Student achievement results <ul style="list-style-type: none">• Grades• Performance on state assessments Enrollment countAttendance rateDisciplinary incidencesDropout rateGraduation rateDemographic statistics	Report cardsTranscriptsOffice referralsSchool and district recordsCensusRecords from local, state, and federal organizations
Qualitative Data	Sources
AttitudesBeliefsFeedbackFeelingsPerceptions	Surveys <ul style="list-style-type: none">• Staff• Student• Parent• Community Community forumsCommittee meetingsTown hall meetings

Guidelines for Gathering Data

- ✓ Explain the purpose of each data collection instrument.
- ✓ Phrase all questions clearly and appropriately.
- ✓ Omit unnecessary questions.
- ✓ Assure confidentiality of responses.
- ✓ Establish culture of trust and comfort that emphasizes there are no right or wrong answers or consequences for responses.
- ✓ Allow adequate response and return time.
- ✓ Have all involved in gathering the data be knowledgeable and available to answer questions about the data collection process.

RESOURCE MANAGEMENT

- ✓ **What resources does the school need in order to meet the school's goals?**
- ✓ **What resources does the school already have that will support the goals?**
- ✓ **Is the school utilizing all of its existing resources to their fullest potential?**
- ✓ **What resources could the school invest in that will produce the best results immediately and in the long run?**

SCHOOL RESOURCES

- ✓ Fiscal
- ✓ Personnel
- ✓ Time
- ✓ Instructional Materials
- ✓ Technology
- ✓ Community

Resource Management Inventory

(page 25)

Review the school's current resources and how they may be used to fulfill the needs of the school.

- ✓ **What do we have?**
- ✓ **What are we not using?**
- ✓ **How could these resources meet the needs of the school?**

Analyzing the Data

- Based on the results of the Comprehensive Needs Assessment
- Organize data based on the four components of the *Standards and Rubrics for School Improvement*.
- Identify Areas of Strength (Meets/Exceeds), Growth (Approaches), and Improvement (Falls Far Below).
- Choose at least five for each component and measure.

Data Plan

(page 19)

- *What is the purpose of this assessment?*
- *How will the data gathered be used?*
- *Who is responsible for gathering and organizing the data?*
- *How will the data collection forms be dispersed to ensure all members of the school community have the accessibility and opportunity to participate and respond?*
- *What procedures are in place to follow-up with people who do not respond?*
- *How will the information be gathered and organized within the identified focus areas?*
- *How will the results be presented in a manner that is clear and understandable to all stakeholders?*

Clarifying Needs

- Prioritize in order of importance those areas of need identified through the comprehensive needs assessment process.
- Based on the results of your needs assessment, what do the results suggest for the following?
 - ✓ Academic needs of the students in your school
 - ✓ Instructional and content needs of your teaching staff
 - ✓ Needs of parents and families in relation to student achievement
 - ✓ School safety
 - ✓ Students in transition
 - ✓ Sub-groups
- Complete the Priority List based upon the results of the Comprehensive Needs Assessment.

Data Collection Tool

(page 20)

Identify the data collection tool the Schoolwide Planning Team will use, its target audience, and the type of data to be collected. Explain the area of focus for schoolwide reform the data address and how the data will be used in defining the school profile.

Data Collection Tool	Target Audience	Quantitative / Qualitative	Area of Focus	How will the data be used?

School Data Analysis

(page 31)

Categorize the results of the comprehensive needs assessment by strengths (meets/exceeds), areas for growth (approaches), and areas for improvement (falls far below).

Standard	Improvement (Falls Far Below)	Growth (Approaches)	Strengths (Meets/Exceeds)
School and District Leadership Capacity			
Curriculum, Instruction, and Professional Development			
Classroom and School Assessments			
School Culture, Climate, and Communication			

School Data Analysis

(page 31)

Categorize the results of the comprehensive needs assessment by strengths (meets/exceeds), areas for growth (approaches), and areas for improvement (falls far below).

Standard	Improvement (Falls Far Below)	Growth (Approaches)	Strengths (Meets/Exceeds)
School and District Leadership Capacity	1.3 1.4 1.5 1.6 1.7	1.8 1.9 1.12 1.13	1.1 1.2 1.10 1.11
Curriculum, Instruction, and Professional Development	2.7 2.9 2.10 2.13 2.15	2.2 2.3 2.11 2.14	2.1 2.4 2.5 2.6 2.8 2.12
Classroom and School Assessments	3.3 3.5 3.6	3.1 3.2	3.4 3.7 3.8
School Culture, Climate, and Communication	4.1 4.5 4.9 4.11	4.4 4.7 4.8 4.10	4.2 4.3

Needs Priority List

(page 32)

List the five areas with the lowest levels of performance for each standard as determined by the school's needs assessment with the [*Standards and Rubrics for School Improvement*](#).

Need Category	Target	Data Sources
School and District Leadership Capacity		
Curriculum, Instruction, and Professional Development		
Classroom and School Assessments		
School Culture, Climate, and Communication		

Needs Priority List

(page 32)

List the five areas with the lowest levels of performance for each standard as determined by the school's needs assessment with the [*Standards and Rubrics for School Improvement*](#).

Need Category	Target	Data Sources
School and District Leadership Capacity 1.3 Inclusive process 1.4 Shared leadership 1.5 Two-way communication 1.6 Professional development/growth 1.7 Accountability	<ul style="list-style-type: none"> • <i>Professional Development</i> • <i>Family and Community Involvement</i> • <i>School Context and Organization</i> 	Feedback School community surveys (student, staff, parent)
Curriculum, Instruction, and Professional Development 2.7 Instructional materials 2.9 Differentiated instruction 2.10 Research based strategies 2.13 Professional development 2.15 Content knowledge	<ul style="list-style-type: none"> • <i>Student Needs</i> • <i>Curriculum and Instruction</i> • <i>Professional Development</i> 	Observations of teachers Teacher surveys
Classroom and School Assessments 3.3 Benchmarks 3.5 Assessments 3.6 Gaps in curriculum	<ul style="list-style-type: none"> • <i>Student Needs</i> • <i>Curriculum and Instruction</i> • <i>Professional Development</i> 	AIMS scores Terra Nova Scores Unit Tests (Text related) Teacher made assessments (all content areas)
School Culture, Climate, and Communication 4.1 Shared philosophy 4.5 Attendance, dropout, graduation rates 4.9 Change as positive 4.10 School community as partners	<ul style="list-style-type: none"> • <i>Family and Community Involvement</i> • <i>School Context and Organization</i> 	Parent surveys Attendance sheets Feedback Discipline referrals School safety report Feedback and surveys

Areas of Strength / Growth / Improvement (page 24)

- *What are the strengths of the current school program?*
- *What are the areas of growth of the current school program?*
- *What are the areas of improvement of the current school program?*
- *Explain how the evidence gathered supports staff assumptions about strengths and needs.*
- *Are there information gaps? What more do we need to know?*

Creating the School Profile

Students	
Staff	
Community	
Programs	
Mission	

Creating the School Profile

Students	<p>What is the socio-economic status of the students served by the school?</p> <p>What are the subgroups of the student population?</p> <p>Are there certain subgroups that are larger than others?</p> <p>What is the pattern of student achievement on formative and summative assessments?</p> <p>What extracurricular activities have the largest student participation?</p>
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Staff	<p>What are the experience and education levels of the school staff?</p> <p>What are the leadership philosophy and managerial style of the school administration?</p> <p>What kind of experience, professional development, and training to the teachers bring to their classroom?</p> <p>What are the expectations and responsibilities of teachers in regards to the day to day operation of the school?</p>
Community	
Programs	
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Community	<p>What is the socio-economic demographics of the school community?</p> <p>What are the norms and values of the community?</p> <p>How does this impact the achievement of the school?</p>
Programs	
Mission	

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Community	<p>What is the socio-economic demographics of the school community?</p> <p>What are the norms and values of the community?</p> <p>How does this impact the achievement of the school?</p>
Programs	<p>What academic programs are offered by the school?</p> <p>What kinds of academic enrichment, intervention, and remediation are available for students? Does the school have a signature program specific to that particular?</p> <p>Are there specific programs – academic, athletic, artistic, extracurricular – that distinguishes the school from others?</p>
Mission	

Creating the School Profile

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Mission	<p>What is the mission of the school?</p> <p>Is the mission clear and compatible to the community the school serves?</p>

Student Needs

(page 45)

Guiding Questions	Data	Sources
How well are students achieving on state assessments?		
What are the measurable goals for student achievement?		
How does the school identify individual student needs?		
What are the student attendance rates? Mobility rates? Dropout and graduation rates (secondary only)?		
What, if any, significant discipline problems exist in the school?		
What intervention process is in place to ensure that students' educational needs are met in a timely manner?		
What are non-academic indicators of student achievement (e.g. extracurricular participation and performance in athletics and the arts)?		
Did the school make AYP this year? In prior years? If no, explain why?		

Curriculum and Instruction

(page 46)

Guiding Questions	Data	Sources
How do staff members express high expectations for student achievement?		
Is the curriculum aligned with the State's challenging academic content standards? Explain.		
What instructional materials are used in the school? Are they up-to-date, and do they reflect the State's academic content standards?		
What is the scientifically-based research that supports the curriculum and the instructional program being used in the school?		
What assessment instruments, including diagnostic assessments, are routinely used to measure student achievement?		
What role do teachers play in deciding what assessments will be used to measure student achievement?		
How are assessment results used?		
Is instructional technology available to all students? Do teachers integrate technology into teaching?		
How does the school evaluate curriculum and instruction to determine whether the needs of all students are addressed?		

Professional Development

(page 47)

Guiding Questions	Data	Sources
Are all teachers and instructional paraprofessionals highly qualified?		
What is the process to determine the professional development needs of teachers?		
What kinds of professional development are offered to staff members?		
How is professional development related to classroom instruction?		
How frequently is professional development offered? What follow-up activities take place?		
How is the professional development incorporated into the day-to-day operation of the school?		
Who provides the professional development?		
What kind of external resources (i.e. beyond the school district) are used to provide professional development? How often?		
How is professional development evaluated and mid-course corrections made if needed?		

Family and Community Involvement

(page 48)

Guiding Questions	Data	Sources
How does the community view the school?		
What strategies has the school implemented to improve and emphasize parental engagement?		
How often do teachers routinely communicate with parents (formally and informally) about the academic progress of their children? Explain.		
How are parents and the community involved in activities that support student learning?		
How does the school involve parents and the community in the decision making process?		
In what community activities are the staff and/or students involved?		
What health and human services are available to support students and their families?		
Are translators and written communications available for families who speak languages other than English? Explain.		
How is the effectiveness of parent and community involvement strategies evaluated and revised, as needed?		

SCHOOL CONTEXT AND ORGANIZATION

(page 49)

Guiding Questions	Data	Sources
What is the school's mission statement?		
What is the vision of the school?		
How is the school's vision periodically reviewed to determine whether it is widely known and understood and meets the needs of the school?		
What is the school action plan? How is it developed?		
What is the management structure of the school administration?		
How is the entire school staff involved in the school's decision making process?		
What is the school's discipline policy/philosophy/program? How are the policies enforced?		
What is the school climate? How are staff and student morale?		
What is the role of the principal? The assistant principal? Other administrators?		

Complete for Next Training

- Schoolwide Planning Team
- Clarifying the Vision
- Focus Area
 - Student Needs
 - Curriculum and Instruction
 - Family and Community Involvement
 - School Context and Organization
- Comprehensive Needs Assessment
 - Strength
 - Growth
 - Improvement
- Needs Priority List
 - School and District Leadership Capacity
 - Curriculum, Instruction, and Professional Development
 - Classroom and School Assessments
 - School Culture, Climate, and Communication
- School Profile

SCHEDULE OF TRAININGS – PART II

Wednesday, September 14, 2011

ADE Central, 2005 North Central Avenue, Phoenix, Arizona

Wednesday, September 21, 2011*

Governing Board Room, Tucson USD, 1010 East 10th Street, Tucson, AZ

Wednesday, September 28, 2011*

FRC, 4000 North Cummings, Flagstaff, AZ

Wednesday, October 5, 2011*

Governing Board Room, Yuma ESD, 450 West 6th Street, Yuma, AZ

Register at the [Calendar of Events](#) on the Arizona Department of Education website.

**PART THREE WILL BE OFFERED IN JANUARY 2012
SCHOOLWIDE 3 WILL BE OFFERED IN FEBRUARY 2012**

***Subject to change.**

FOR MORE INFORMATION

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Webpage

<http://www.ade.az.gov/asd/Title1/Schoolwide/>